LS499 SCHOOLS CAPSTONE (3 UNITS)
Spring 2004

LIBERAL ARTS PROGRAM (TEACHING & LEARNING AND CONCENTRATED STUDIES - EDUCATION)
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

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Class Time & Place: Seminars: (Tuesday 5.30 pm), place TBA
Field Experiences to be arranged at various K-12 school sites

Meeting Schedule:
The class meets once a week for a 1-hour seminar. Students will undertake a minimum of 30 hours of instructional contact time with K-12 school children.

Pre-requisites
EDUC 101 or equivalent as determined by the instructor

COURSE DESCRIPTION:
Students will serve a minimum of 30 contact hours tutoring K-12 students in classroom and resource room contexts. They will keep reflective journals about their field experiences that will provide the basis for discussion in the Seminar. In the weekly Seminar, students will share their field experiences and explore possible avenues for furthering the scope of those experiences in future fieldwork. They will discuss specific connections between the K-12 California academic content standards and their own undergraduate subject matter courses. A final project involving a minimum of 10 hours of development will be presented to peers and, if possible, also to students, teachers, and parents from the schools in which they worked.

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING
In the preparation of professional educators, the CSUCI Education Program has given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE), and the California Commission on Teacher Credentialing (CCTC).

DEFINITIONS
Since CSUCI students are working closely with K-12 school students in this service learning course, it will help avoid confusion by defining personnel involved in the course. Students will refer to K-12 school children. Classroom Apprentice (CA) will refer to the CSUCI students enrolled in the Schools Capstone. Mentor Teacher (MT) will
refer to the classroom teacher of record who hosts the CAs in their classroom. University Supervisor (US) will refer to the CSUCI instructor teaching the Schools Capstone.

GLOBAL AIMS OF LS499/494 Schools Capstone
The course is designed as a service learning course in which CAs “learn to serve and serve to learn”. First and foremost is the consideration of the educational needs of the K-12 school children whom the CSUCI CAs are assisting in the classroom. Field experience placements will be in partnership schools, in which CAs are placed with a certified exemplary classroom teacher (MT) who is aware of the assignments they have been given and the role that the classroom teacher is expected to perform in the placement. The focus will be on making connections between the K-12 California academic content standards being taught in the school and the CA’s undergraduate preparation in matching subject matter courses.

This course addresses the following CCTC standards:

Standard 7: Introductory Classroom Experiences (K-8)

The program provides each prospective multiple subject teacher with planned, structured observations and experiences in K-8 classrooms beginning as early as possible in the subject matter program. Each prospective teacher’s introductory classroom experiences are linked to subject matter coursework, and are characterized by diversity and dialogue. The sponsoring institution seeks to collaborate with school districts in selecting schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession. The sponsoring institution also communicates with school districts in making logistical arrangements and in planning teachers’ observations and experiences.

7.1 In selected K-8 classrooms, introductory experiences include one or more of the following activities: structured observations, supervised instruction or tutoring of students, and other school-based observations and activities that are appropriate for undergraduate students in a subject matter preparation program.

7.2 Each prospective teacher’s field observations and experiences are linked to the content of college or university coursework in the program. In one or more subject matter courses, prospective teachers reflect on, analyze and discuss their K-8 observations and experiences in relation to course content.

7.3 Each prospective teacher’s K-8 introductory classroom experiences occur, to the greatest extent possible, in classrooms that represent California’s diverse student population.

7.4 Each prospective teacher’s experiences include cooperation with at least one carefully selected certificated classroom teacher.
8.4 In conjunction with Standard 7 and to the greatest extent possible prospective multiple subject teachers have significant experiences with students from a variety of populations in California schools.

**Students completing the Schools Capstone will be able to demonstrate the following teaching performance expectations at an initial pre-credential program level:**

- **TPE 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- **TPE 5:** Student Engagement
- **TPE 7:** Teaching English Learners
- **TPE 12:** Professional, Legal, and Ethical Obligations
- **TPE 13:** Professional Growth

**Course Objectives**

**Students completing the Schools Experience Capstone will be able to:**

- Engage effectively with K-8 students in one-on-one tutoring and small groups guidance and demonstrate sensitivity to the needs of diverse learners (TPE 5, 7, 12, 13, CCTC 7.1, 7.2, 7.3, 8.4)
- Demonstrate the ability to make specific connections between the subject matter content knowledge taught in K-12 schools to their own subject matter knowledge developed in their undergraduate preparation program (TPE 1)
- Demonstrate the ability to reflect on one’s own interactions with children by keeping a reflective journal and through group discussion (TPE 13)
- Discuss different classroom practices including various models of organization and methods to meet the needs of diverse learners (TPE 5, 7)
- Practice communication skills to include: presenting ideas and information to students and peers through a variety of media; writing a statement of personal education philosophy; and producing and presenting a final project (TPE 13)

**MISSION STATEMENT**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

“Opportunity – Collaboration – Integration – Community”
STANDARDS FOR SUCCESSFUL PARTICIPATION
All participants are expected to attend every session. Participants are expected to be prepared for each session and to participate actively.

ATTENDANCE POLICY
Students are expected to attend all seminars, arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. Should a student have extenuating circumstances, s/he MUST contact the instructor as soon as possible. Should a student miss a seminar, an alternative assignment will need to be completed as determined by the instructor. Should the student miss more than two seminars, they may receive a No Credit grade at the discretion of the instructor. Should the student not complete the minimum 30 hours of fieldwork, they will receive either an Incomplete or No Credit grade depending on the circumstances as determined by the instructor.

GRADING POLICY:
This Schools Capstone will be graded on a Credit/No Credit basis. To receive a Credit grade for the course, a student must complete a minimum of 30 hours of school service, attend at least 12 out of the 14 seminars, complete special assignments for all missed seminars, and receive at least 80% of the total course assignment points.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use APA format.

REQUIRED TEXTS:
http://www.cde.ca.gov/cdepress/lang_arts.pdf

http://www.cde.ca.gov/cdepress/math.pdf

Other readings as assigned by the instructor.
Assignments
All assignments must be submitted on their due date as indicated on the Course Outline. Work submitted after the due date will be reduced by one letter grade (the point equivalent) unless previous arrangements have been made. Work submitted beyond one week late may receive some credit at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Field Experience (30 pts: No points awarded if less than 30 hours service)
Students will serve a minimum of 30 contact hours tutoring students in classroom and resource room contexts.

Seminar Participation (14 pts total: 14 seminars @ 1 pt each)
Attendance and full participation in seminar discussions including coming prepared with required readings and written assignments completed. CANNOT miss more than 2 Seminars.

Reflective Journal (20 pts)
Students will keep a reflective journal in which they enter anecdotal observations of classroom experiences. Based on these notes, they will write critical reflections of their interactions with students.

Personal Education Philosophy (6 pts)
Develop a personal statement of educational philosophy. This is work-in-progress and will become one element of a teaching portfolio.

Final Project (30 pts)
A final project involving a minimum of 10 hours of development will be presented to peers and if possible, also to students, teachers, and parents from the schools in which they worked. These projects can be in the form of multimedia presentations, storyboards, or other formats approved by the course instructor. The final project should be a summative expression of how the field experience has furthered their development as prospective teachers with special attention to linking their field experience to one or more of their undergraduate subject matter courses.
# Course Outline (Tuesday, 5.30 pm Seminars)
**LS499 Schools Capstone  Spring, 2004**

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<thead>
<tr>
<th>Date (Tue)</th>
<th>Seminar Discussion Topics Issues</th>
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<tbody>
<tr>
<td>1 Feb 3</td>
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<tr>
<td>2 Feb 10</td>
<td>Rough rough draft Final Project sharing (4 students)</td>
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<tr>
<td>3 Feb 17</td>
<td>Rough rough draft Final Project sharing (4 students)</td>
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<td>4 Feb 24</td>
<td>Rough rough draft Final Project sharing (4 students)</td>
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<td>5 Mar 2</td>
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<td>6 Mar 9</td>
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<td>7 Mar 16</td>
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<td>8 Mar 23</td>
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<tr>
<td>9 Mar 30</td>
<td>Field Work Plan Completed, Journals, and Rough draft of Final Project due by 5 pm Friday of this week</td>
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<td>---- April 6</td>
<td>Spring Recess - Holiday</td>
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<td>10 April 13</td>
<td>No Seminar (Note: Many schools on Spring Break this week) Professor at AERA</td>
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<tr>
<td>11 April 20</td>
<td>Personal Philosophy of Education Statement discussion</td>
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<td>12 April 27</td>
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<td>13 May 4</td>
<td>Personal Philosophy of Education Statement due</td>
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<td>14 May 11</td>
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<td>15 May 18</td>
<td>Getting ready to do the Credential Program</td>
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<td><strong>Finals</strong></td>
<td><strong>May 25</strong></td>
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